



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Guidance handbook for the inspection of learning in the justice sector (adult prisons)

from September 2018

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Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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Introduction

Purpose of the guidance handbook

This guidance sets out the way the inspectorate will conduct inspections of learning in the justice sector (adult prisons) from July 2017. It sets out the inspection arrangements for learning in the justice sector (adult prisons) and offers guidance to inspectors on making inspection judgements.

Where the inspection identifies important concerns in relation to standards, quality of education and training or leadership and management, the inspectorate will arrange to conduct follow-up activity in the prison to support improvement. Guidance on the different types of follow-up activity is available on Estyn's website.

Prisons can use this guidance to see how inspections work and to help them in carrying out their own self-evaluation.

Further information and guidance about inspection of prisons can be found on Her Majesty's Inspectorate of Prisons (HMIP) website:

www.justiceinspectors.gov.uk/hmiprison

There is further information about inspections on the inspectorate's website

www.estyn.gov.wales

Inspectors should be familiar with the HMIP inspection guidance contained in

Her Majesty's Inspectorate of Prisons Criteria for assessing the treatment of prisoners and conditions in prisons; and

Her Majesty's Inspectorate of Prisons Criteria for assessing the treatment of children and young people and conditions in prisons

Legal basis for the inspection of learning in the justice sector (adult prisons)

An inspection of an HMP is not Estyn's inspection. An Estyn team will be invited by Her Majesty's Chief Inspector of Prisons to participate in an exercise, which HMIP may or may not announce to the prison or to the public domain. Some inspections are called at very short notice if HMIP data identifies risks that they wish to explore. During these inspections, Estyn works at the behest of HMIP and produces written judgements to HMIP's specification

Policy background

While not governed directly by the following policies and conventions, the guidance handbook takes account of the following:

- the Well-being of Future Generations (Wales) Act 2015
<http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en>

Part 1: Inspection arrangements

Introduction

This section is set out in a way that reflects the sequence of work before, during and after a core inspection.

HMIP have overall responsibility for the management of the inspection. However, the reporting inspector (RI) is responsible for the conduct and management of the Estyn's involvement in the inspection, and for producing the part of the inspection report that HMIP require. While this guidance focuses mainly on the role of the reporting inspector, all team members must comply with the same inspection requirements.

Principles of inspection

Inspectors will:

- ensure that inspection is of high quality and responsive to the needs of all prisoners
- ensure that judgements are secure, reliable, valid and based on first-hand evidence
- involve the prison fully in the inspection process, including the use of nominees
- use the prison's self-evaluation report as the starting point for the inspection and to identify key areas for investigation in order to make judgements on the validity of its findings
- keep to a minimum any requirements for documentation and preparation by the prison
- gain the perspective of prisoners and other stakeholders
- apply the principle of equality for Welsh and English to all our inspection work, providing bilingual services whenever they are appropriate
- be constructive in identifying and supporting prisons with important aspects or weaknesses that require improvement

Code of conduct for inspectors

Inspectors should uphold the highest possible standards in their work. All inspectors have to meet the standards of Estyn's code of conduct. When conducting the inspection, inspectors will:

- carry out their work with integrity, courtesy and due sensitivity
- evaluate the work of the provider objectively
- report honestly, fairly and impartially
- communicate clearly and openly
- act in the best interests of prisoners
- respect the confidentiality of all information received during the course of their work

It is important that inspectors judge the effectiveness of provision and leadership on their contribution to outcomes and not on the basis of any preferences for particular methods. The key to the judgement is whether the methods and organisation are fit for the purpose in supporting all prisoners to achieve high standards and strong levels of wellbeing.

Inspectors should inform Estyn of any perceived or actual conflicts of interest as soon as they receive notification that they are on the inspection of the prison.

Expectations of providers

In order that inspection and regulation are constructive and beneficial, it is important that inspectors and providers establish and maintain a professional working environment based on mutual courtesy, respect and professional behaviour. We expect inspectors to uphold Estyn's Code of Conduct, but we also expect providers to:

- be courteous and professional
- apply their own codes of conduct in their dealings with inspectors
- enable inspectors to conduct their inspection in an open and honest way
- enable inspectors to evaluate the provision objectively against the Common Inspection Framework
- use Estyn's electronic systems for managing inspections, as required
- provide evidence that will enable inspectors to report honestly, fairly and reliably about their provision
- maintain a purposeful dialogue with inspectors
- recognise that inspectors need to observe practice and to talk to staff, prisoners and other stakeholders without the presence of a manager or senior leader
- draw any concerns about the inspection to the attention of inspectors in a timely and suitable manner through the nominee or senior leader
- work with inspectors to minimise disruption and stress throughout the inspection
- ensure the health and safety of inspectors while on the prison premises
- maintain the confidentiality of meetings and inspection findings until the final publication of the report

At the point of the inspection notification, prisons should review the composition of the inspection team. It is the responsibility of prisons to highlight any perceived or actual conflicts of interest prior to the start of their inspection.

Health, safety and wellbeing issues

Inspectors will carry out inspections in accordance with the inspectorate's guidance on inspecting safeguarding. If they observe anything that they think constitutes, in their opinion, a real danger to the safety of staff, visitors or prisoners, inspectors should alert managers at the prison and the HMIP lead inspector. In all cases, inspectors should make a separate electronic note of the threat and that they informed managers of it. Inspectors should report on obvious risks relating to health, safety and wellbeing under inspection area 4 (care, support and guidance).

Responding to a safeguarding allegation

If an inspector is alerted to an allegation/suspicion in respect of a child, young person or vulnerable adult, they should inform the HMIP lead inspector and follow the procedures as set out in the HMIP current version of policy and procedures for safeguarding.

Approach to inspection

The starting point for inspection is the prison's evaluation of its own performance, supported by relevant evidence. Inspectors will not inspect all aspects of work in depth during a core inspection. They will sample evidence to test the prison's own evaluation of its work.

The progress prisoners make from their starting-points and the standards they achieve are key measures of the quality of the education they have received and of the effectiveness of the leadership and management of the prison. Inspection will focus on the learning needs of prisoners, their attitudes to learning and the impact that the provision in the prison makes on supporting their progress and the standards they achieve.

The number of inspectors may vary according to the size of the prison.

Each inspection report will cover the areas of the HMIP inspection framework delegated to the Estyn team.

In addition to Estyn's written contribution to HMIP's reporting structure, HMIP will request that Estyn shares overall grades on each of the Estyn CIF Inspection Areas.

We will carry out inspections in line with our Welsh Language Policy, available from the inspectorate's website..

The Virtual Inspection Room

The inspectorate will use an electronic system, called the 'Virtual Inspection Room' (VIR), for managing many aspects of the inspection. It is a web-based system that allows prisons to upload information before the inspection and to download guidance from the inspectorate about the inspection process. The VIR is also the place where prisons can access the nominee's guidance on preparing for the inspection.

The inspection team

The Estyn inspection team will be led by a reporting inspector who will report to the HMIP lead inspector. The Estyn team will contain other team members drawn from among HMI, additional inspectors or peer inspectors. Additional inspectors may be on secondment or contract to the inspectorate.

The reporting inspector manages the Estyn inspection team and liaises with the HMIP team and the nominee.

We will invite prisons to select a senior member of staff, called the nominee, to work with the inspection team. In practice, most prisons accept the invitation, but it is not a requirement. The nominee should have sufficient seniority to act as a link between the prison and the inspection team.

Contacting the prison before the inspection

Estyn will be informed by HMIP of an upcoming inspection, and whether the inspection is announced (HMIP will notify the prison) or unannounced (HMIP will not notify the prison until a week before, when a small team of researchers will visit the prison to undertake surveys of prisoners' views and establish a rudimentary timetable. If the inspection is an unannounced one, the entry in Estyn's work programme should anonymise which prison is to be inspected.

If it is an **announced** inspection, the reporting inspector can contact the Head of Learning (HoL) in the prison after the announcement date.

If it is an **unannounced** inspection, the reporting inspector must agree with HMIP when Estyn may contact the prison's HoL. We must not make contact before that date.

The reporting inspector should arrange for a blank VIR to be established so that the prison can upload any documentation it wishes to. There is not an online collation tool for this sector as it does not use the CIF reporting template.

The 'Provider Area' of the VIR should contain:

- Evidence uploaded by the prison, including the self-assessment report and quality development plan
- Timetable of organised activities for prisoners
- Key Performance Indicator (KPI) data

The 'Inspection documents' of the VIR should contain:

- Input templates
- Previous inspection report
- Copy of this guidance
- HMIP advance findings
- Reporting inspector's emerging questions
- EFs

When HMIP permits Estyn's contact with the prison, the reporting inspector should contact the HoL to discuss:

- the availability of a baseroom, separate from the HMIP baseroom and request the availability of refreshment facilities (these will be rudimentary – often just a kettle and cups)
- the details of the team of inspectors, highlighting whether any of the team have not received training in security of prison keys (Key Training), as the HoL will have to arrange for this to take place on the inspectors' arrival at prison (it takes about 15 minutes)
- clarification that inspectors will be issued with their own sets of keys
- agreement that inspectors may take laptops in to the prison (HMIP are likely to request the serial numbers of the computers)
- HoL access to VIR
- KPI data on prison's performance against contract targets, which the HoL should upload to the VIR
- format of the self-evaluation report, which the HoL should upload to the VIR
- quality development plan, which the HoL should upload to the VIR
- timetable of education and work activities planned for the period of inspection
- the availability of supporting evidence, including samples of learners' work and guidance on how to select the sample
- information on literacy and numeracy ability from initial assessment
- arrangements for Estyn to feed back its findings to the prison management team or representatives

There are rarely parking facilities provided in prison inspections. There will be no access to the prison's Wi-Fi facilities. Inspectors will not be able to access prisons' ICT equipment (networked printers, etc).

The nominee will normally be the HoL, but the reporting inspector will need to clarify this in case they wish to field an alternative. The reporting inspector will discuss with the nominee:

- their role during the inspection week, including the fact that they will receive feedback which they may share with the prison governor each day
- whether they have a teaching commitment during the inspection week – if possible the nominee should be relieved of any teaching responsibility to enable them to carry out their role fully during the inspection week
- the process for completing the nominee guidance on preparing for the inspection

The reporting inspector will also remind the nominee of the need to bring a copy of the Estyn inspection guidance and the HMIP inspection criteria to each team meeting, and answer any questions they may have.

The RI will agree with the nominee when the Estyn team will arrive at the prison.

Planning the inspection and preparing the team

HMIP will contact the reporting inspector with details on the aspects of its framework they wish Estyn to report on, and with specifications on the number of words

allocated to each section. A typical version is contained at the end of this document, and includes the usual word limit for each section.

HMIP will also share with Estyn any emerging findings that their advance team of researchers have identified in the week prior to inspection

Taking into account the prison's self-evaluation report and any information already held by the inspectorate, the reporting inspector will plan the inspection and allocate responsibilities to members of the inspection team. The reporting inspector will take account of team members' experience within the prison sector and specialist knowledge (such as of literacy and numeracy provision).

The reporting inspector should clarify the date when HMIP will require Estyn's written contributions to the report. This is sometimes included in the announcement email from HMIP. It is often very soon after the inspection ends.

The reporting inspector will use the pre-inspection information to guide the initial inspection activity of the team. The reporting inspector will brief the team on arrival at the prison.

The team will assemble and enter the prison together, as entry arrangements can be time consuming and may require the recording of biometric information such as inspectors' fingerprints. Inspections involve observation of teaching, including learning walks and scrutiny of prisoners' work. We require prisons to place a full plan of all the intended activities during the inspection week in the VIR. On the basis of the information received, the reporting inspector will plan the observations of teaching and learning, learning walks and the scrutiny of prisoners' work. The sample will reflect the range of the prison's work and support the investigation of emerging questions and areas of interest suggested by inspectors' initial and ongoing inspection work.

The reporting inspector will prepare a briefing note for the team that contains an outline plan for the days of the inspection week. Once completed (this may not be possible until the Friday before inspection), the reporting inspector will place their emerging questions and the briefing note into the VIR. The IC will send an e-mail to the prison informing them that the PIC and briefing note are available in the VIR on the Monday morning of the inspection week. The reporting inspector will e-mail the team with copies of key documents. The team should download key documents, including their personal input JF, to their computer in case there are difficulties in accessing the VIR once inside the prison.

During the inspection

Initial team meeting

The reporting inspector will meet the HoL on arrival, confirming arrangements for feeding back during course of the inspection and at the end. The reporting inspector should describe the outline inspection plan (which may not be finalised until after the team meeting), including observations, interviews and document scrutiny.

The reporting inspector should inform HMIP that the team is present and where the baseroom will be.

The reporting inspector will confirm that team members have downloaded their own personal Input JFs from the VIR in the way recommended.

In the initial meeting of the inspection team, the team should discuss the strategy for the inspection, focusing on the emerging questions that stem from the prison's self-evaluation report and other pre-inspection information. Inspectors will sample, test and validate the evaluations made by the prison. The discussions should centre on the evidence that inspectors need to review.

Inspectors should begin observations once the initial meeting is over. The time between 17:00 and 18:00 should be used to share preliminary findings within the team.

Gathering and reviewing inspection evidence

In most prisons, the regime starts at 8:15 am and the team should take account of this in their planning of activities.

The team will plan the inspection so that they can cover the reporting requirements within the five inspection areas and the emerging questions from the review of the pre-inspection information. The team will ensure that they have enough time to review the key evidence they need to make their judgements. The main forms of evidence are:

- documentary evidence, including information on prisoners' performance and progress
- observation of teaching and other activities
- samples of prisoners' work
- the views of prisoners and staff

The team will use direct observation of prisoners' work wherever possible to gather evidence to support their judgements. Inspectors may select an additional sample of prisoners' work, if required, to further their investigation in a specific aspect.

Inspectors will undertake a range of activities to gather evidence for their evaluation of prisoners' progress and the quality of the prison's provision. This may include learning walks, where inspectors move relatively quickly through a number of classes looking at a specific aspect of the prison's provision, conversations with selected prisoners about their work, and discussions with individual tutors about prisoners' learning in their classes and how they plan work to meet their needs. They may also undertake longer classroom observations.

The voice of prisoners is a key source of evidence for inspectors. Discussions with prisoners will provide an opportunity to explore prisoners' knowledge and understanding of their work. It will also help inspectors to gauge how well the prison supports prisoners and contributes to their progress and wellbeing.

Prisons should make information available to the inspection team about the standards achieved by prisoners, particularly the results of any initial screening tests and other assessments. This will help inspectors to judge prisoners' progress, to

come to a view about the standards prisoners achieve compared to their starting-points and the way teachers use the information from assessment to influence their planning and their lessons.

The team will need to consider stakeholders' views on the prison and test out the validity of those views during the inspection.

It is important that the reporting inspector holds a brief daily meeting with the nominee to agree any new arrangements, to clarify inspection issues, to obtain further information and to discuss matters of concern and broad, emerging findings.

Recording inspection evidence

Inspectors will use various forms to note and to collate their findings and judgements.

Wherever possible, inspectors will complete their forms electronically as part of Estyn's electronic system for collecting, collating and recording inspection findings. However, this will often not be possible owing to the security restrictions imposed by the environment. In this case inspectors should record their findings on paper and transfer notes to their electronic systems when possible. They should then destroy paper copies.

Team meetings

Team meeting should be held each day between 16:30 to 18:00.

The main purpose of team meetings is to arrive at an accurate, reliable, valid and corporate view of standards and the quality of provision and leadership. Meetings will provide opportunities for inspectors to:

- test the judgements in the prison's self-evaluation report
- discuss emerging issues
- resolve pre-inspection questions and issues
- identify any gaps in the evidence base
- consider main inspection findings and any recommendations

The reporting inspector will attend team meetings with HMIP during lunchtime on Tuesday and Wednesday. During the Wednesday meeting the reporting inspector will feedback Estyn's emerging findings.

Inspectors will need to gather bullet points of their findings in preparation for the Estyn team meeting on Wednesday afternoon. These will be discussed in the team meetings and the reporting inspector will send HMIP the bullet points on which HMIP's moderation will be based on Wednesday evening.

On Thursday morning, the team will need to gather its evidence and each member will prepare written judgements in line with the bullet points already submitted to HMIP.

The Thursday meeting of the Estyn team will moderate findings and discuss how these relate to the CIF main headings in order that the team can agree corporate, summative judgements for these key questions.

The focus in meetings should be on weighing up the strengths and areas for improvement relating to the main inspection areas. The team member responsible for each HMIP inspection area should lead and co-ordinate discussion about their findings. It is important to come to corporate judgements in team meetings.

Professional dialogue

At the end of a lesson observation, inspectors should have a brief professional dialogue with the member of staff on the work seen. It may be necessary, in some cases, to conduct this discussion later during the inspection.

The main focus of the discussion should be on the prisoners, the progress they make during the lesson and the standards they achieve. The inspector should stress that these are emerging, interim findings on one aspect of the evidence base and that these may be amended, on reflection, after scrutiny of prisoners' work or talking to prisoners or as the result of moderation within the team. Inspectors should try to focus on any strengths or areas for development in relation to the specific work seen.

Due to the sharply focused nature of learning walks, and the spread of the activity across a number of lessons/classes within a relatively short period of time, inspectors will not be in a position to offer professional dialogue to individual teachers after learning walk activity.

Formal feedback

On the Thursday afternoon of the inspection week, the Estyn team will present its findings to the prison's governor / Director or nominated representative, who may invite additional senior managers to listen to the presentation. The Estyn team's judgements on each of the inspection areas will be shared with the prison in the feedback meeting.

The feedback meeting provides the opportunity for leaders and managers to hear and to reflect on the judgements. The feedback should focus on the strengths and areas for improvement and the factors that contribute to them. The reporting inspector should explain to the prison that issues may be raised and discussed, factual matters may be corrected and judgements may be clarified, but the judgements themselves are not negotiable.

Following Estyn's feedback, the reporting inspector will attend the HMIP moderation meeting, to present Estyn's key findings and to propose and moderate judgements in relation to the HMIP framework. The reporting inspector will also share the judgements it has awarded in relation to Estyn's inspection areas. This meeting will be attended by the full HMIP team and, usually, the HMCIP.

On the final day of the inspection, the reporting inspector will meet with HMIP to agree the final presentation of feedback to the prison as a whole. Only the reporting inspector will attend this final feedback.

All the judgements reported during an inspection are provisional and subject to moderation. They are confidential to the prison staff and governors. They should not be communicated beyond this group, including via social media, until HMIP publishes the report on its website.

Complaints about the conduct of the inspection

If there are any issues about the conduct of the Estyn inspection team, then the provider, through the nominee, should raise these directly, and as soon as possible, with the Estyn reporting inspector and with the HMIP lead inspector. The provider should not wait until after the inspection, but should raise any issues during the on-site inspection. Issues often arise due to misunderstandings and these can usually be resolved quickly and satisfactorily in the provider close to the time when they occurred.

There is guidance for providers on Estyn's complaints handling procedures on Estyn's website.

After the inspection

The inspection report

The reporting inspector will collate finished writing and edit it before sending it to the HMIP lead inspector at the date they require it.

The HMIP report writer is likely to come back with queries about the content and these will be directed to the reporting inspector, whose responsibility it is to respond immediately.

Estyn will write to the prison governor or director, outlining the main findings of the Estyn inspection team and setting out any recommendations it shared with the prison during Estyn's feedback. This letter will reflect directly the findings that Estyn provide to HMIP. It will also include the judgements relating to the Estyn CIF, which inspectors will have agreed during the inspection and the recommendations that Estyn inspectors shared with the prison's governor or director.

We will correspond bilingually, where prisons have made this request, in line with Estyn's Welsh Language Policy.

We base the structure of the main findings on a common inspection framework and the letter will report Estyn's main findings in the following areas:

Main findings

- 1 Standards
- 2 Wellbeing and attitudes to learning
- 3 Teaching and learning experiences
- 4 Care, support and guidance
- 5 Leadership and management

Assuring the quality of inspections

During its inspections of prisons, Estyn will contribute towards HMIP's final report and will be part of HMIP's quality assurance arrangements. Estyn is committed to:

- effective selection, training, briefing, support and deployment of inspectors
- effective training, briefing and support to allow the nominee to play an active role
- regular dialogue with prison leaders during inspection
- criteria and recording systems that comply with the common inspection framework and guidance
- careful review and analysis of evidence
- unambiguous oral feedback of the team's findings and judgements for each inspection area
- clear, accurate and well-presented reports

Prisons should raise any concerns about the conduct of an Estyn inspector during the inspection as soon as possible with the reporting inspector or with the HMIP lead inspector

Part 2: Inspection areas and reporting requirements for education, skills and work activities

HMIP's usual reporting requirements are set out below. On occasions, HMIP may request that Estyn considers additional areas of work and will notify the RI of this within their inspection briefing.

Education, Skills and Work activities

All prisoners are expected and enabled to engage in education, skills or work activities that increase their employability on release. There are sufficient, suitable education, skills and work places to meet the needs of the population and provision is of a good standard.

Expectation	Indicators
Standards	<p><i>Estyn's common inspection framework (CIF) and inspection guidance sets out the main criteria for judging standards, taking account of:</i></p> <ul style="list-style-type: none"> ○ <i>standards and progress overall</i> ○ <i>standards and progress of specific groups</i> ○ <i>standards and progress in skills</i> <p><i>Expectation: Prisoners achieve and attain the best possible outcomes and standards in their education, work and activities.</i></p>

	<p>The standards reached by prisoners overall are appropriate to their abilities.</p> <p>Prisoners make good, timely progress towards achieving appropriate qualifications and challenging learning goals. .</p> <p>Prisoners recall previous learning, develop thinking skills, acquire new knowledge, understanding and skills, and apply these to new situations.</p> <p>Particular groups of learners, for example, learners on different levels, learners from disadvantaged backgrounds and those from ethnic minority groups make good progress.</p> <p>Prisoners with additional learning needs progress well towards well-defined, individual targets that take good account of their needs and abilities.</p> <p>Prisoners make as much progress as they can, given their starting points and their ability, including those with more developed vocational skills or academic achievements, stretching them fully to achieve as well as they could.</p> <p>Prisoners develop the skills of speaking and listening, reading and writing (in Welsh/English), numeracy and ICT that equip them to succeed and progress their education, skills and work activities and to reach their progression aims.</p> <p>Prisoners develop the skills they need in order that they can progress effectively to the next stage of their education, employment, self-employment or training within the prison, or outside of prison when they are released.</p> <p>Prisoners develop their awareness of the value of the Welsh language and those who speak Welsh develop their use of the language within education, work and activities.</p>
<p>Wellbeing and attitudes to learning</p>	<p><i>Estyn's CIF and inspection guidance sets out the main criteria for judging prisoner's wellbeing and attitudes to learning taking account of:</i></p> <ul style="list-style-type: none"> ○ wellbeing ○ attitudes to learning <p><i>Expectation: Prisoners feel safe in education, work and activities and develop behaviours that help them to minimise reoffending</i></p>
	<p>Prisoners feel safe and secure, and free from physical and verbal abuse during their education, work and activities.</p>

	Prisoners know how they can protect themselves from harassment, discrimination and extremism.
	Prisoners participate fully in activities that motivate them and improve their awareness of how to reduce reoffending behaviours (for example through money management, personal development or employability courses).
	Prisoners develop employability skills including confidence, resilience and an ability to engage with new, unfamiliar experiences, ideas and people.
	Prisoners take interest and pride in their work, their ability to sustain concentration and to avoid distractions.
	Prisoners engage in tasks and bring them to completion.
	Prisoners persevere and remain purposeful when they face difficulties or seek other solutions when their first approach to a problem is unsuccessful.
	Prisoners are able to work in a range of ways, for example independently, in small groups and in whole-class settings.
	Prisoners demonstrate demonstrate strong team working skills, including respect for the contributions of others, for example by allowing others to speak or by remaining calm when others disagree with them.
	Prisoners are well motivated to attend their learning sessions and work activities regularly and punctually and show a positive attitude to developing their skills.
	Prisoners understand how they can improve their physical and emotional health by making choices about what they eat and drink, as well as through the physical, educational and work activities they undertake.
	Inspectors should evaluate how well prisoners' behaviour in education and work settings complies with any guidelines for behaviour and conduct stipulated by the prison.
	Prisoners develop an understanding of how they can avoid reoffending when they are released and develop strategies to reduce reoffending behaviours.

<p>Teaching and learning experiences:</p>	<p><i>Estyn's CIF and inspection guidance sets out the main criteria for judging the quality of teaching and learning experiences, taking account of:</i></p> <ul style="list-style-type: none"> ○ <i>quality of teaching</i> ○ <i>the breadth, balance and appropriate-ness of the curriculum</i> ○ <i>provision for skills</i> <p><i>Expectation: Prisoners benefit from good quality teaching and a relevant range of learning experiences that equip them for their release from prison</i></p>
	<p>Oral and written feedback from staff helps prisoners to know how well they are doing and what they need to do to improve.</p> <p>Prisoners assess their own performance effectively and that of other prisoners, where appropriate.</p> <p>Teachers make effective use of valid, accurate and reliable assessments of prisoners' needs, skills and work to inform their future planning of education, work or activities.</p> <p>Teachers set inspiring targets to challenge prisoners in developing their skills and knowledge.</p> <p>Teachers track and monitor prisoners' progress clearly and effectively, making effective use of the outcomes of tracking and monitoring to identify relevant issues and respond appropriately, for example through the provision of appropriate support and challenge, the use of intervention strategies, the mentoring or coaching of individuals or groups.</p>
	<p>Staff are well qualified and have good subject knowledge and experience relevant to their roles, to reflect best industry practice and to meet prisoners' and employers' needs.</p> <p>Teachers make effective use of trained peer mentors to provide prisoners with focussed individual guidance and help.</p> <p>Staff identify prisoners' support and additional learning needs through effective initial assessment, and provide high quality and effective support to help them achieve challenging goals.</p> <p>The curriculum and range of education, work and activities, including arrangements to ensure that prisoners acquire the necessary skills in literacy (Welsh/English), numeracy and ICT, meet the needs of all prisoners in order to prepare them for the labour market or to progress into opportunities when they are released.</p>

	<p>Teachers help prisoners to understand issues relating to equality and diversity, and to develop the values of tolerance and respect.</p>
	<p>Teachers challenges stereotypes in prisoners' attitudes, choices and expectations.</p>
	<p>Staff provide clear attention and focus within education, work and activities to motivation and supporting prisoners to develop their skills in English/Welsh, mathematics and employability, in order to achieve their learning goals and resettlement plans.</p>
<p>Care, Support and Guidance:</p>	<p><i>Estyn's CIF and inspection guidance sets out overarching criteria for judging the effectiveness of care, support and guidance, taking account of:</i></p> <ul style="list-style-type: none"> • <i>tracking, monitoring and the provision of learning support</i> • <i>healthy choices and active citizenship</i> • <i>spiritual, moral, social and cultural educated</i> • <i>safeguarding</i> <p><i>Expectation: The provision of care, support and guidance helps learners to overcome barriers and to plan their progress successfully</i></p>
	<p>Prisoners receive the support they need to overcome barriers to learning or progress.</p>
	<p>Staff track the impact of support they give prisoners, to identify that it is effective in helping them to make good progress.</p>
	<p>Prisoners receive good quality, accessible information advice and guidance, which they use effectively to plan their progression steps.</p>
	<p>Impartial guidance and advice is provided to prisoners to help them make informed decisions in planning their learning and activities while in prison so that they can improve their progression and resettlement planning.</p>
	<p>Prisoners' learning plans are linked with and take good account of prisoners' sentence plans.</p>
	<p>Staff use release on temporary licence effectively and appropriately to enhance prisoners' employment or training skills and prepare them for release.</p>
	<p>Staff encourage and support prisoners who are due for release (including through access to modern means of job search and job application via the internet) to progress to suitable further education, training and employment on release.</p>

	Staff have good systems in place to record and monitor prisoner's behaviour.
	Prisoners' employment related skills are recognised and recorded effectively
Leadership and management	<p><i>Estyn's CIF and inspection guidance sets out overarching criteria for judging the effectiveness of leadership and management of education, skills and work activities, taking account of:</i></p> <ul style="list-style-type: none"> • <i>quality and effectiveness of leaders and managers, including the governing body</i> • <i>self-evaluation processes and improvement planning</i> • <i>professional development</i> • <i>use of resources</i> <p><i>Expectation: Leadership and management of education, skills and activities improve outcomes that prisoners achieve.</i></p>
	Leaders and managers have established and communicated clear vision, aims, strategic objectives, plans and policies that focus on meeting prisoners' needs, reducing re-offending and facilitating prisoners' re-integration back into society.
	Leaders and managers take good account of labour market information in planning the education and work activities available to prisoners.
	Leaders and managers have developed clear methods to analyse the impact of provision on prisoners' outcomes and on reducing reoffending behaviour.
	Leaders and managers monitor the progression and destinations into education, employment and training of prisoners who are leaving prison and they use this data in planning their provision.
	Leaders and managers analyse their strengths and areas for development and use first-hand evidence to inform planning.
	Leaders and managers at all levels set high expectations for staff, prisoners and themselves.
	Leaders and managers model and promote professional values and behaviours that contribute positively to the provision's improvement and effective collaboration between staff and with other providers.

	Leaders and managers share positive features of provision with staff and collaborate with other providers to achieve improvements in the education system locally, regionally and nationally to build its capacity for continuous improvement and to improve prisoners' reintegration into society.
	Leaders and managers ensure that there is sufficient provision of appropriate education, skills and work to cater for the full prison population and which leads to accreditation whenever possible.
	There are effective arrangements in place to ensure that prisoners are allocated to activities promptly, attend them regularly and arrive at sessions on time.
	Leaders and managers have effective arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding and skills, including participation in professional learning experiences, appraisal and performance management, and to ensure that this engagement impacts positively on prisoners' education work and activities.
	Leaders and managers identify good practice within the provision and share this with staff.
	Leaders and managers manage the performance of staff well in order to help staff to improve their practice, addressing issues of underperformance robustly and directly where necessary.
	Leaders and managers have a clear and measurable strategy to improve prisoners' literacy, numeracy and digital competence.
	The quality of improvement planning is robust and the priorities for improvement link well to the findings of the prison's self-evaluation.
	There are effective systems to ensure that leaders and managers define actions for improvement in specified and realistic timescales and allocate responsibility for their delivery.
	Leaders and managers ensure that priorities are supported by the allocation of resources.
	Leaders and managers monitor and analyse prisoners' progress, including the progress of specific or vulnerable groups, in education.
	Pay rates encourage prisoners to participate and progress in education.

	Leaders and managers have a clear strategy to promote the Welsh language skills and the Welsh dimension within activities for prisoners and that encourages all prisoner, especially Welsh speakers to use and develop their Welsh language skills.
	Leaders and managers organise education, work and activities to ensure that prisoners are kept fully occupied and busy during sessions.

The guidance that follows sets out how inspectors should approach the various sections of the inspection report and what they need to consider when evaluating the five inspection areas of the common inspection framework.

The Common Inspection Framework

The five inspection areas of the common inspection framework are set out below.

Each inspection area contains reporting requirements. These are the aspects that the inspection team must cover when reporting on each prison.

The Common Inspection Framework

1 – Standards

- 1.1 Standards and progress overall
- 1.2 Standards and progress of specific groups
- 1.3 Standards and progress in skills

2 – Wellbeing and attitudes to learning

- 2.1 Wellbeing
- 2.2 Attitudes to learning

3 – Teaching and learning experiences

- 3.1 Quality of teaching
- 3.2 The breadth, balance and appropriateness of the curriculum
- 3.3 Provision for skills

4 – Care, support and guidance

- 4.1 Tracking, monitoring and the provision of learning support
- 4.2 Personal development
- 4.3 Safeguarding

5 – Leadership and management

- 5.1 Quality and effectiveness of leaders and managers
- 5.2 Self-evaluation processes and improvement planning
- 5.3 Professional learning
- 5.4 Use of resources

Judgement descriptors

The inspection team will award each inspection area a judgement using the four-point scale below.

Excellent – Very strong, sustained performance and practice

Good – Strong features, although minor aspects may require improvement

Adequate and needs improvement – Strengths outweigh weaknesses, but important aspects require improvement

Unsatisfactory and needs urgent improvement – Important weaknesses outweigh strengths

The five inspection areas of Estyn's Common Inspection Framework are set out below. Using the evidence collected against the HMIP Expectations, Estyn inspectors should arrive at a judgement against each CIF inspection area heading.

1 – Standards

2 – Wellbeing and attitudes to learning

3 – Teaching and learning experiences

4 – Care, support and guidance

5 – Leadership and management

Inspectors will arrive at their judgements by considering and weighing the importance of the strengths and weaknesses in each inspection area. The report on each inspection area will reflect and support the relevant judgement.

Weaknesses become important where they have a significant impact on standards and/or wellbeing. Strengths are often present where there are important aspects that require improvement. However, where there are important aspects that require improvement then the appropriate judgement will normally be 'Adequate and needs improvement' or 'Unsatisfactory and needs urgent improvement'.

Recommendations

The recommendations should give the prison a clear and specific indication of the areas for improvement that it will need to address. Inspectors should write the recommendations in order of priority. The recommendations should arise from the main judgements in the inspection areas and should provide a clear and practicable basis on which the prison can move forward.

Thematic focus

Estyn may choose a small number of additional themes to focus on each year. The themes chosen will help Estyn to gather information on specific aspects of education and training in Wales. Estyn will use the information to complement its remit work and to inform the findings of the Chief Inspector's Annual Report.

The inspection team will focus on only one additional theme on each inspection. There will be no separate section of the report or a separate judgement on the specific thematic focus in the published report.

The inspection team may approach the gathering of evidence for the additional theme in a variety of ways, depending on the theme chosen. It may involve a questionnaire or an interview with a specific member of staff or scrutiny of documentation or prisoners' work, or a combination of approaches. The aim is to make the gathering of evidence as proportionate and as manageable as possible for the prison and the inspection team.